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Dramatization and presentation of historical and imaginary scenes in Puritan life. Conduct of a town meeting after the Puritan model.

Study of Longfellow's *Miles Standish*. Oral reading of some of its dramatic parts.

Training in the correct utterance of the vowel sounds.

Art, Arts and Crafts

Music: *Sweet October*, Second Book Modern Music Series; *Harvest Song*, Text by Chadwick; Songs of Life and Nature.

Characteristic Puritan Hymns:

Round, Second Book Modern Music Series.

Painting: Landscape, special study of change of colors due to action of frost. Rapid painting

of seeds, showing structures which aid in their dissemination. Painting of branches bearing ripe fruit, showing color relation between leaves and fruit.

Modeling: Experiments in pottery.

Textile Art: Making Puritan costumes. Spinning of wool. Weaving of homespun.

Manual Training: Making of wooden frames to hold painting canvas.

Making of skiameter.

Beginning of the construction of a colonial loom.

Physical Training: Fundamental gymnastics, games, plays, and recreation in and out of doors. Measurements, physical examination, sense tests, and fatigue tests.

Sixth Grade

Edith B. Foster

History: The subject for the month is CHINA.

The study of China will appeal strongly to the interest of the children because of the present troubles in that country. The aim at the outset will be to make the people and life of the far-away place real to the children through its relation to the life of the Chinese in Chicago and in America, — a matter of which they have a little first-hand knowledge. To the end that they may collect and relate their present unorganized information, various questions will be asked, somewhat as follows:

What do you know of the Chinese in Chicago? In America? Describe the appearance and dress of a Chicago Chinaman. (A composition may be written in this connection and illustrated by the pupil.) Have you ever seen Chinese writing? Where? What was it like? What are the principal foods of the Chinese? What do we get from China? What are the occupations of the Chinese in Chicago? Where do they live? Do they mingle with the white people? Where is the largest Chinese population in the United States? Why did so many Chinese come to this country? What is the attitude of Americans toward them? How have

they expressed that attitude? How do you account for this attitude?

After this present knowledge has been organized and expanded, the work will proceed upon the following plan:

I. What have you read about China in this week's newspapers?

II. How do America and Europe come to be involved with China? A. The missionaries; B. The embassies.

III. Why are the nations enough interested in China to send embassies? A. Value of Chinese products. 1. Rice, tea, silk, opium, lacquered ware, porcelain.

IV. Reason for diversity of products: A. The country has great extent in latitude. 1. The coast line from the north of the Yalu in Corea to that of the Annam in Cochin-China is nearly 4,400 miles. B. The topography of the country is extremely varied. 1. Delta region. 2. Great plain. 3. Mountain regions.

V. Difficulty of establishing relations with the Chinese: A. Exclusiveness of the people, caused by — 1. Fertility of their soil. This enables them to get along without help from outside their own borders. The fields in the loess have probably been cultivated continuously for over 2,000 years, and yet yield two and three crops a year. 2. Mountains, sea, and deserts

surrounding. These features have preserved the Chinese from attacks. 3. Early development of literature. The Chinese written language is of a sort very difficult to translate. It has been hard to tell about other languages in it, and difficult for foreigners to learn it. (Use of "pigeon-English" in trade.) 4. Method of education. Education in China consists almost solely of drill—memory-work—in the Chinese classics, and in the practice of Chinese composition. The physical sciences and the history and customs of other countries receive no attention whatever. B. The civil-service examinations.

VI. The people. A. Geographically of two sorts. 1. From mountains (Manchus.) 2. From plains (Chinese proper.)

VII. Social life of the people. A. Walled cities. 1. Crowding in cities. B. Necessary simplicity of life. 1. Food of a Chinese family. C. Danger of famine. 1. Drought. 2. Means of transportation defective. (a) Slow. (b) Small loads.

Hand Work: Making of Chinese costume.

Number Work: Ratio between size of China and population; number of Chinese in Chicago; proportion to rest of population; proportion of Chinese in United States; comparison of areas of plain, delta, and mountain regions of China; comparison of areas of China and United States; comparison of Pekin and Chicago in size and in population; comparison of cost of living here and in China; problems in connection with duties.

Art-Work: Study of Chinese embroideries at Art Institute; study of Chinese design; study of Chinese architecture; sketches of Chinese people and objects as seen in Chinatown.

Dramatic Reading and Expression: Study and interpretation of poem on China; debate on Chinese question; study of dress, manners, and customs of China; dramatic presentation of life in Chinese school; training on vowel sounds, enunciation, and pronunciation.

Music: Chinese folk-song and hymn.

References: *The Middle Kingdom*, S. Wells Williams; *The Middle Kingdom*, Wilson; *Short History of China*, Boulger; *Historic China*, Giles.

Nature Study: The subjects for the month will be, broadly, the preparations of plants for the winter, with especial emphasis on seed-distribution and study of the weather. Wherever the subjects of

plant-life and weather are closely related they will be studied together. The use of United States weather maps will continue throughout the year.

Plant Life: A. How it is affected by the weather at this season: 1. By temperature. (Use of thermometer). Extremes of daily temperature: when they come and what they are. Daily average temperature. Effect of temperature on colors of landscape. 2. By rainfall. (Use of rain-gauge and barometer). 3. By clouds and cloudiness. Appearance of plants on cloudy days. 4. By humidity. (Use of hygrometer). 5. By winds. 6. By fogs, frost, and dew.

B. How it is affected by distribution of sunshine. Length of days and nights at this season. (Use of skiameter).

C. Its special problem at this season: to prepare for winter. 1. Kinds of preparation: (a) Shedding of leaves, (b) Withdrawing of juices. (c) Distribution of seeds.

Distribution of Seeds: A. What are seeds? 1. With what vegetables are you familiar? Fruits? What part of the plant, in each case, do you eat? How does your eating of the fruit further nature's plans?

B. Necessity for seed-distribution: 1. Overcrowding. (a) Insufficient sunlight. (b) Exhaustion of the soil. 2. Benefits of cross-pollination.

C. Means of seed-distribution: 1. By wind, as favored by. (a) Height of plant. (b) Shape of fruit. (c) Weight of fruit. (d) Special appendages: (1) Wings. (2) Down. (e) How far may seed be transported in this way? (f) What plants that you know distribute their seeds in this way? *Examples:* Dandelion, milkweed, maple, alanthus, thistle, cat-tail.

2. By water as favored by. (a) Buoyancy of seeds. (b) Location of plant. (c) What plants that you know distribute their seeds in this way?

3. By plant itself. (a) By motion of whole plant. *Example:* Tumble weed. (b) By special apparatus. *Example:* Witch-hazel; squirting cucumber.

4. By animals: (a) Animals use fruits and seeds as food. (a) The color of the ripe fruit attracts. (b) The odor and flavor of the ripe fruit attracts. (c) The teeth, gizzard, etc., of certain animals are such as to leave the seed intact. (b) Animals transport seeds in their coats and on their feet and legs. (a) Wool of

sheep: burs. (b) Feet of wading birds: Darwin's experiment.

5. By man: (a) Men use fruit and seeds as food. (a) Seeds usually thrown away. (b) Men ship cattle, sheep, pigs, and grains. (a) By trains. (b) Along roadways.

Hand-work: Making of hygrometer and skiameter.

Number-work: Comparison of rainfall this month with average for October; by proportion, fractions, and decimals. Calculation of humidity. Calculation of number of seeds produced on a given plant and in a given area.

Painting: Landscape calendar.

Writing: Reports on field-trips and on special subjects connected with the work.

French: Correlated with Nature Study. Study of temperature, rainfall, frost, and dew; effect upon vegetation. The use of French idioms will be introduced in this connection. Making of French calendars for the use of the school, work to be continued from month to month. A French song on the seasons will be taught. (See Outline for French, page 151.)

German: Declension of substantives with adjectives. Appropriate reading and writing exercises. (See Outline for German, page 154.)

Latin: Roman life studied through the Latin language. The pupils will learn the Roman way of expressing an idea, and will themselves express simple ideas about Roman life. Latin grammar will be used only as an aid to the thought. Reading and translation into Latin will be a part of every lesson. These reading lessons will be printed each month. (See Outline for Latin and Greek, page 148.)

Music: *Sweet October* (second book, Modern Music Series). *Harvest Song* (Songs of Life and Nature). Note songs. Beginning of sight reading.

References: 376, 44J12n, Jackman, *Nature Study and Related Subjects*; 581, C85, Coulter, *Plant Relations*; 580, G28, Gage, *The Great World's Farm*; 551, M64, Mill, *The Realm of Nature*.

Gymnastics: Fundamental gymnastics. Games and plays. Recreation in and out doors. Measurements; physical examination. Sense tests; fatigue tests.

Geography: The subject for the year will be Eurasia and Africa. The subject for the month will be COAST LINES.

This subject is related to the immediate

interests of the children through the fact that they live on the shore of Lake Michigan. During the first period an attempt will be made to get the class to collate their present scattered knowledge bearing on the location of Chicago, its harbor facilities, and the obvious aspects of the lake shore. In this way their minds will be prepared for the visit to the lake shore to be made the next day. During this visit the children will observe, under direction, the phenomena of the shore. They will note the width of the beach, the presence or absence of inlets, the streams flowing into the lake and the material they bring down, the height of the bluffs and their composition, the action and force of the waves, shore drift, and evidences of shore currents, the building and wearing beaches on the north and south sides of piers. On their return, each child is to write a report illustrated with sketches of what he has seen, to help him to organize his knowledge and to furnish information for others. This will be followed by a recitation on what they have seen and by criticism, by both class and teacher, of reports and sketches.

From then on the study will follow the appended plan:

I. Agents doing work on shores:

A. Waves.

B. Shore currents.

C. Streams.

D. Atmospheric agents.

E. Tides. (A brief reference only, until the subject of sea-coasts is reached.)

A. Wave work: Cause of waves. (Experiment with bowl of water and pond.) Motion of particles in a wave. (Experiment with rope tied to door knob and shaken, to show that the wave impulse, not the water, travels.) Carrying power of waves. (Experiment with sand, pebbles, and hose.) Force of waves. (Picture in Farr's *Physical Geography*, page 177.)

B. Shore currents (of Lake Michigan). Causes. Effects. (Transportation.)

C. Streams: Deposition of material. Effects: Changing shape of coasts. ("Banks" of North

Carolina.) Deltas. (Mississippi, Nile. Make deltas with hose.)

D. Atmospheric agents: Wind: Dunes. (Visit Dune Park.) Frost. Weathering.

II. Features made by these agencies:

A. Beaches. (South shore of Martha's Vineyard; picture in Shaler's *Outlines of Earth's History*, p. 120.)

B. Cliffs. (Grand Manan, New Brunswick; picture in Tarr's *Elementary Geology*, p. 230, and in Davis's *Physical Geography*, p. 348; Shakespeare Cliff, near Dover; picture in Shaler's *Sea and Land*, p. 5. (See also scenes in Shakespeare's *Lear*, Act IV., scene VI.; Barra Head, Hebrides, picture in Shaler's *Sea and Land*, p. 22.)

C. Terraces.

D. Bars.

III. Ways in which these agencies have made these features:

A. Erosion—Agent: Water carrying solid matter. Power of this agent shown by history of Heligoland. (See diagram and picture in Tarr's *Elementary Physical Geography*, p. 322. of Reculver in England); see Huxley's *Physiography*, p. 170; picture of Roman castle at mouth of Rhine (Davis, p. 354).

B. Transportation—Agents: Waves, currents, tides, effects.

C. Deposition: Conditions necessary for deposition. Results: Deltas, bars, hooks, spits, etc. Tendency of coast lines to become regular.

IV. Coast lines of North America:

Typical indented coast: Maine. (See maps and pictures.) Typical regular coast: Texas. (See maps and pictures.)

V. Glaciers and glaciation:

Their effects on coast lines.

VI. Rising and sinking of land:

Their effects on coast lines. Sunken region—Fjords of Norway—(Sogne Fjord, north of Bergen.) Risen Region—coast about Buenos Ayres.

VII. Effect of different coast lines:

On commerce and hence on people. Harbors.

Handwork: Making of clinometer.

Number-work: Comparison of height of

bluff and width of beach. By proportion. By fractions. By decimals. Calculation of amount of material brought down by a given stream in a given time. Calculation of size and volume of deltas. Comparison of coast lengths. Proportion of coast lines to areas.

Drawing: Chalk-modeling and pastel-modeling of maps. Sketches of beach scenes on Lake Michigan.

Writing: Reports of field-trips and on special topics connected with the work.

Dramatic Reading: King Lear, Act IV., Scene VI. (Dover Cliff); *The Forsaken Merchant*, Matthew Arnold.

Music: *Sea Horses*. (Second Book. Modern Music Series, with *Suggestive Studies*); *September Gale* (Songs of Life and Nature.)

Coast Lines.

CHILDREN'S LIST.

551, D26, Davis, *Physical Geography*; 551, H46, Heilprin, *The Earth and Its Story*; 551, H98, Huxley, *Physiography*; j917, K52, King, *Geographical Readers*, Sixth Book; King, *Geographical Readers*, First Book; King, *Geographical Readers*, Fourth Book; 551.46, R29, Réclus, *The Ocean*; 551.4, S52, Shaler, *Sea and Land*; 551, T19, Tarr, *Elementary Geology*; 551, T19, Tarr, *Elementary Physical Geography*; 551, T19, Tarr, *First Book of Physical Geography*.

Reference Books.

Dyer, *Studies in Indiana Geography*; 551, G31, Geikie, *Earth Sculpture*; 550, G31, Geikie, *Fragments of Earth Lore*; Gilbert, *Lake Bonneville* (United States Geological Survey Monographs); Gulliver, *Shore Line Topography* (proceedings of American Academy of Arts and Sciences, January, 1899, pp. 151-258); 910, M64, Mill, *International Geography*, Appleton, 1900; *Physiography of the United States* (ten monographs by Powell, Shaler, Russell, Willis, Davis, Gilbert, A. B. C., 1898). Salisbury, *Geography of Chicago and Its Environs*; *United States Geological Survey*, Fifth Annual Report; Willis, *Conditions of Sedimentary Deposition* (*Journal of Geology*, Vol. 1, p. 476).